



KASC ASSESSMENT STUDY SHEET 1 • SPECIAL KDE EDITION

SCHOOL OVERVIEW

To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC graphs of your school's 2000 overall assessment results)

CONTENT INDEX COMPARISONS

For each subject, the Content Index is a single number between 0 and 140 showing school performance. Look at pages 18 and 19 of your Performance Report (or KASC Graph 1) to see your school's results.

Which subjects are you most pleased with, and why?

Which subjects are you most concerned about, and why?

What additional thoughts do you have when you look at how your school's results compare with the state averages?

What additional thoughts do you have about how your school's results relate to Kentucky's long term goal of 100?

PERFORMANCE LEVEL COMPARISONS

The Content Indexes you just examined reflect the percent of your students who reached each performance level multiplied by the weight the state gives to each level, as shown in the box at the bottom of the page. Proficient students have met state standards, and distinguished students have exceeded them. Look pages 4, 6, 8, 10, 12, 13, 14, and 15 of your Performance Report (or at KASC Graphs 2 and 3).

Which subjects are you most pleased with when you look at the data this way, and why?

Which subjects cause you the most concern when you look at the data this way, and why?

What additional thoughts do you have about how your school's results relate to Kentucky's long term goal of having a maximum of 5% of students scoring novice (including nonperformance)?

VALUE OF EACH PERFORMANCE LEVEL			
You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below.			
Reading, Math, Science, and Social Studies		Writing, Arts & Humanities, Practical/Vocational	
Perf. Level	Weight	Perf. Level	Weight
Nonperformance	0	Nonperformance	0
Medium novice	.13	Novice	.13
High novice	.26		
Low apprentice	.40		
Medium apprentice	.60	Apprentice	.60
High apprentice	.80		
Proficient	1.00	Proficient	1.00
Distinguished	1.40	Distinguished	1.40

STUDENT COMMENTS ON THE ASSESSMENT

The assessment also includes a student questionnaire with three questions about students' thoughts on each part of the test. Look at page 20 of your Performance Report (or at KASC Graphs 4, 5, and 6). What are your thoughts and concerns about student replies to each of these questions?

INTERIM ACCOUNTABILITY CYCLE

Finally, page 23 of your Performance Report (or KASC Graph 50) shows the numbers that determine your accountability status for this interim period:

1. The Baseline Index is a single number showing your school's performance in 1997 and 1998, using data from the old KIRIS test and the old accountability formula. (This one is the orange and pink bar on Graph 50.)
2. The Combined Index is a single number showing your school's performance in 1999 and 2000, using data from the new Kentucky Core Content Test and an interim accountability formula. (This one is the yellow and green striped bar.)
3. The Predicted Performance for your school was calculated by comparing the Baseline Indexes for all schools with the Combined Indexes: schools at or above their Predicted Performance may be eligible for rewards. (This one is the purple bar.)
4. The Assistance Point is one standard error of measure below the Predicted Performance, and schools at or below their Assistance point may be subject to scholastic audit. (This one is the blue bar.)

What additional thoughts, concerns, and questions do you have about this data on your accountability status for the Interim Accountability Cycle?

The data from page 23 of your Performance Report (or KASC Graph 50) that you just examined was calculated using your Academic Indexes (scores for each subject). Those Indexes are also shown on Page 23 (and are in KASC Graphs 51 and 52). Please note that the 1997 and 1998 Indexes reflects the old formula and the old test, and the 1999 and 2000 reflects the interim formula and new test, so figures from the two periods are not comparable. Nevertheless, the data is worth reviewing. What additional thoughts, concerns, and questions to you have about the data displayed this way?

Page 23 (and KASC Graph 50) also partly reflects non-academic indicators. Look at page 23 (or at KASC Graph 53) to see what those indicators are, and how your school performed in these areas. Results are “lagged one year” in this data, meaning that the data that counts for 1997 actually came from 1996, and so on. What additional thoughts, concerns, and questions does this data raise?

Finally, the Academic Indexes on page 23 (and in KASC Graphs 51 and 52) were calculated using the student performance level data shown on pages 21 and 22 of your Performance Report (and KASC Graphs 54 to 61). Please note that the 1997 and 1998 results come from the old KIRIS test. The new KCCT includes multiple choice questions that did not count toward KIRIS scores, and some important adjustments in the emphasis placed on different aspects of a subject, so again, the results are not fully comparable. What additional thoughts, concerns, and questions to you have about the data displayed this way?

KEY POINTS

Look back over all the data you’ve reviewed and list the issues you most want to look into further.

1	2	3

ADDITIONAL DATA AND THE OTHER ASSESSMENT STUDY SHEETS

There are seven additional Assessment Study Sheets in this packet, one for each part of the Kentucky Core Content Test. Those sheets are set up to guide you through a step-by-step study of your school’s results. You can use KASC’s Assessment Graphing Service or you can work directly with your school’s Performance Report.

Each subject’s Study Sheet includes consideration of:

- 1. The Content Index
- 2. Performance levels
- 3. Results by group, showing how boys, girls, different ethnic groups, and participants in a variety of school programs are doing
- 4. Sub-domain mean scores and Core Content Reports that provide more detail on different parts
- 5. Student comments on the assessment
- 6. Student reports on their class work

The Study Sheets are organized to allow groups to work independently on each subject and then share the key points of what they learn with the council, the Consolidated Planning committee, or both.

KASC ASSESSMENT STUDY SHEET 2 • SPECIAL KDE EDITION

READING



To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Reading assessment results)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F

THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 18 of your Performance Report (or KASC Graph 7). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 4 of your Performance Report (or at KASC Graph 7). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____% 1999 _____% 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____% 1999 _____% 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Medium novice	.13
High novice	.26
Low apprentice	.40
Medium apprentice	.60
High apprentice	.80
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Reading. Look at the Reading portion of page 16 of your Performance Report (or at KASC Graph 8). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results? What might be causing that success?	What are your thoughts and concerns about those results? What might be causing those difficulties?

SUB-DOMAIN MEAN SCORES AND CORE CONTENT REPORT

Each content area is further divided into categories called “sub-domains.” Look at page 5 of your Performance Report (or KASC Graph 9) to see how your school’s mean score for each sub-domain and how your results compare with the state average. The Core Content Report gives additional information on how students did on particular topics within each sub-domain. Use that report to add further details to your analysis.

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Literary		
Informational		
Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report

Persuasive		
Practical/ Work-place		

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Reading part of the test. Look at page 20 of your Performance Report (or KASC Graphs 10, 11, and 12) and think about your students' responses. How do the student replies help explain your assessment results?

The student questionnaire also asks students about the work they do in their classes. Look at page 5 of your Performance Report (or KASC Graph 13) to see your students' replies. How do these student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your students' performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE
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Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 9. Primary Program | 16. Staff |
| 2. Retention | 10. Special Education | 17. Professional Development |
| 3. Dropouts | 11. Work Related Programs (Includes Business Support) | 18. Home |
| 4. Transition | 12. Technology | 19. Community |
| 5. Discipline And Safety | 13. Federal Programs | 20. Not For The Council |
| 6. Student Well-Being | 14. State Programs | |
| 7. Curriculum | 15. Other School Programs | |
| 8. Instruction | | |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

MATHEMATICS



To complete this study, you will need:

- ✓ KASC Graphs of your school's 2000 Math assessment results (or your school's Spring 2000 Kentucky Performance Report)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F

THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 19 of your Performance Report (or KASC Graph 14). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 6 of your Performance Report (or KASC Graph 14). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____ % 1999 _____ % 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____ % 1999 _____ % 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Medium novice	.13
High novice	.26
Low apprentice	.40
Medium apprentice	.60
High apprentice	.80
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP ("DISAGGREGATED DATA")

Schools also receive data on how specific groups of students within your school did in Math. Look the Math portion of page 17 of your Performance Report (or KASC Graph 15). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results?	What are your thoughts and concerns about those results?

SUB-DOMAIN MEAN SCORES AND CORE CONTENT REPORT

Each content area is further divided into categories called “sub-domains.” Look at page 7 of your Performance Report (or KASC Graph 16) to see how your school’s mean score for each sub-domain, and how your results compare with the state average. The Core Content Report gives additional information on how students did on particular topics within each sub-domain. Use that report to add further details to your analysis.

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Number/ Computation		
Geometry/ Measurement		
Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report

Probability/ Statistics		
Algebraic Ideas		

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Math part of the test. Look at page 20 of your Performance Report (or KASC Graphs 17, 18, and 19) and think about your students' responses. How do the student replies help explain your assessment results?

The student questionnaire also asks students about the work they do in their classes. Look at page 7 of your Performance Report (or at KASC Graph 20) to see your students' replies. How do these student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your students' performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 8. Instruction | 14. State Programs |
| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

SCIENCE

To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Science assessment results)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F



THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 18 of your Performance Report (or in KASC Graph 21). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 8 of your Performance Report (or KASC Graph 21). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____ % 1999 _____ % 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____ % 1999 _____ % 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Medium novice	.13
High novice	.26
Low apprentice	.40
Medium apprentice	.60
High apprentice	.80
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Science. Look at the Science portion of page 16 of your Performance Report (or KASC Graph 22). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results?	What are your thoughts and concerns about those results?

SUB-DOMAIN MEAN SCORES AND CORE CONTENT REPORT

Each content area is further divided into categories called “sub-domains.” Look at page 9 of your Performance Report (or KASC Graph 23) to see how your school’s mean score for each sub-domain, and how your results compare with the state average. The Core Content Report gives additional information on how students did on particular topics within each sub-domain. Use that report to add further details to your analysis.

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Physical Science		
Earth and Space Science		

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Life Science		

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Science part of the test. Look at page 20 of your Performance Report (or KASC Graphs 24, 25, and 26) and think about your students' responses. How do the student replies help explain your assessment results?

The student questionnaire also asks students about the work they do in their classes. Look at page 9 of your Performance Report (or KASC Graph 27) to see your students' replies. How do these student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your students' performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 8. Instruction | 14. State Programs |
| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

SOCIAL STUDIES

To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Social Studies assessment results)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F



THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 19 of your Performance Report (or in KASC Graph 28) What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 10 of your Performance Report (or KASC Graph 28). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____% 1999 _____% 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____% 1999 _____% 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Medium novice	.13
High novice	.26
Low apprentice	.40
Medium apprentice	.60
High apprentice	.80
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Social Studies. Look at the Social Studies portion of page 17 of your Performance Report (or KASC Graph 29). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results?	What are your thoughts and concerns about those results?

SUB-DOMAIN MEAN SCORES AND CORE CONTENT REPORT

Each content area is further divided into categories called “sub-domains.” Look at page 11 of your Performance Report (or KASC Graph 30) to see how your school’s mean score for each sub-domain, and how your results compare with the state average. The Core Content Report gives additional information on how students did on particular topics within each sub-domain. Use that report to add further details to your analysis.

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Government and Civics		
Culture and Society		
Economics		

Sub-domain	Thoughts and concerns based on looking at school and state sub-domain mean scores	Additional thoughts and concerns based on looking at your Core Content Report
Geography		
History		

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Social Studies part of the test. Look at page 20 of your Performance Report (or Graphs 31, 32, and 33) and think about your students' responses. How do the student replies help explain your assessment results?

The student questionnaire also asks students about the work they do in their classes. Look at page 11 of your Performance Report (or KASC Graph 34) to see your students' replies. How do these student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your students' performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 8. Instruction | 14. State Programs |
| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

ARTS & HUMANITIES

To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Arts & Humanities assessment results)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F



THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 19 of your Performance Report (or in KASC Graph 40). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 14 of your Performance Report (or KASC Graph 40). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____ % 1999 _____ % 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____ % 1999 _____ % 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Novice	.13
Apprentice	.60
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Arts & Humanities. Look at the Arts & Humanities portion of page 17 of your Performance Report (or KASC Graph 41). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results?	What are your thoughts and concerns about those results?

CORE CONTENT REPORT

The Core Content Report gives additional information on how students did on particular topics within each content area. Use that report to add further details to your analysis.

SUB-DOMAIN	THOUGHTS AND CONCERNS BASED ON LOOKING AT YOUR CORE CONTENT REPORT
Dance	
Drama	
Music	
SUB-DOMAIN	THOUGHTS AND CONCERNS BASED ON LOOKING AT YOUR CORE CONTENT REPORT

Visual Art	
Literature	
Humanities	

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Arts & Humanities part of the test. Look at page 20 of your Performance Report (or KASC Graphs 42, 43, and 44) and think about your students' responses. How do the student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your student's performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 8. Instruction | 14. State Programs |
| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

PRACTICAL/VOCATIONAL

To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Practical/Vocational assessment results)
- ✓ Your school's 2000 Core Content Report
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F



THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 19 of your Performance Report (or KASC Graph 45). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. Look at page 15 of your Performance Report (or KASC Graph 45). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____ % 1999 _____ % 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____ % 1999 _____ % 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below.

Perf. Level	Weight
Nonperformance	0
Novice	.13
Apprentice	.60
Proficient	1.00
Distinguished	1.40

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Practical/Vocational. Look at the Practical/Vocational portion of page 17 of your Performance Report (or KASC Graph 46). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

GROUPS THAT ARE DOING ESPECIALLY WELL	GROUPS THAT APPEAR TO BE STRUGGLING
What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?	What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?
What are your thoughts and concerns about those results?	What are your thoughts and concerns about those results?

SUB-DOMAIN MEAN SCORES AND CORE CONTENT REPORT

Each content area is further divided into categories called “sub-domains.” The Core Content Report gives additional information on how students did on particular topics within each sub-domain. Use that report to add further details to your analysis.

SUB-DOMAIN	THOUGHTS AND CONCERNS BASED ON LOOKING AT YOUR CORE CONTENT REPORT
Health	
Physical Education	

SUB-DOMAIN	THOUGHTS AND CONCERNS BASED ON LOOKING AT YOUR CORE CONTENT REPORT
Consumerism	
Vocational Studies	

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students' thoughts on the Practical/Vocational part of the test. Look at page 20 of your Performance Report (or KASC Graphs 47, 48, and 49) and think about your students' responses. How do the student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school's needs assessment will work on various kinds of data that could help explain your students' performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky's goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	<ol style="list-style-type: none"> 1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
| 1. Attendance | 8. Instruction | 14. State Programs |
| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3

WRITING



To complete this study, you will need:

- ✓ Your school's Spring 2000 Kentucky Performance Report (or KASC Graphs of your school's 2000 Writing assessment results)
- ✓ Additional analysis by school staff on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F
- ✓ The state's Scoring Guide for writing portfolios

THE CONTENT INDEX

The Content Index is a single number between 0 and 140 showing school performance in each subject. You can find it on page 18 of your Performance Report (or KASC Graph 35). What are your thoughts and concerns about your school's progress from 1999 to 2000? What might be causing these results?

What are your thoughts and concerns about how your school's results compare to state results for the last two years, and to Kentucky's long term goal of 100?

PERFORMANCE LEVELS

The Content Index above reflects the percent of your students who reached each performance level multiplied by the weight given to each level, as shown in the box at the bottom of the page. (Since writing is tested by two methods, you need to multiply each portfolio percentage by 3/4 and each on-demand percentage by 1/4 before using these weights.) Look at page 12 and 13 of your Performance Report (or KASC Graph 35). What are your thoughts and concerns when you first look at those levels?

Add together the percent proficient and the percent distinguished to get your percent that met state standards.

Students meeting state standards: _____ % 1999 _____ % 2000.

Subtract the numbers you just calculated from 100 to get your percent that did not meet those standards.

Students not meeting state standards: _____ % 1999 _____ % 2000.

What are your thoughts and concerns about the remaining percentage of students who are not yet meeting state standards? What might be causing those results?

VALUE OF EACH PERFORMANCE LEVEL

You can calculate your 2000 Content Index by multiplying the percent of students scoring at each level by the appropriate weight below

Perf. Level	Weight
Nonperformance	0
Novice	.13
Apprentice	.60
Proficient	1.00
Distinguished	1.40

COMPARING THE ASSESSMENT METHODS

What are the differences between the portfolio results and the on-demand results?

What are your thoughts on those differences?

SCORES BY GROUP (“DISAGGREGATED DATA”)

Schools also receive data on how specific groups of students within your school did in Writing. Look the Writing portion of page 16 of your Performance Report (or at KASC Graphs 36 and 37). Also look at the additional analysis done by a staff member at your school on the performance of homeless students, students receiving grades of A or B, and students receiving grades of D or F.

What groups seem to be doing a lot better (more proficient, fewer novices) than the school as a whole?

What are your thoughts and concerns about those results?

What groups seem to be having more difficulty (fewer proficient, more novices) than the school as a whole?

What are your thoughts and concerns about those results?

CAUSES FOR THESE RESULTS: STUDENT QUESTIONNAIRE DATA

The assessment also includes a student questionnaire with three questions about students’ thoughts on the Writing part of the test. Look at page 20 of your Performance Report (or KASC Graphs 38 and 39) and think about your students’ responses. How do the student replies help explain your assessment results?

CAUSES FOR THESE RESULTS: LOOKING AT OTHER DATA

What causes these results? The rest of your school’s needs assessment will work on various kinds of data that could help explain your student’s performance. Understanding those issues will help you develop the best strategies on how to move future results closer to Kentucky’s goals for all students. From the assessment results you have just reviewed, what else do you want to know about how your school works, and what data would help you to understand that?

EXAMPLE OF POSSIBLE CAUSE	EXAMPLE OF DATA ON WHETHER THIS REALLY IS A CAUSE
We may not be teaching all of the Core Content for this subject	1. Aligned curriculum (or absence or weakness of such a curriculum) 2. Survey of teacher familiarity with the aligned curriculum 3. Lesson plans for implementing the aligned curriculum (or lack of plans)

Using what you know about your own school and the grid below, develop a list of possible causes for the assessment results you have just examined, and then a list of data that could help you understand whether each one really is a cause of your current level of student performance. Your earlier notes on causes can be a first source.

POSSIBLE CAUSE	DATA THAT COULD HELP US TELL IF THIS REALLY IS A CAUSE

Listed below are the other topics that are part of the two-year Consolidated Needs Assessment. Information on studying these topics can be found in Sections II-IV of the Kentucky Consolidated Planning Process Guidebook's Consolidated Needs Assessment (on KASC's yellow School Study Sheets). Do these topics give you additional ideas of questions you might ask about possible causes for your performance results?

- | | | |
|--------------------------|---|------------------------------|
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| 2. Retention | 9. Primary Program | 15. Other School Programs |
| 3. Dropouts | 10. Special Education | 16. Staff |
| 4. Transition | 11. Work Related Programs (Includes Business Support) | 17. Professional Development |
| 5. Discipline And Safety | 12. Technology | 18. Home |
| 6. Student Well-Being | 13. Federal Programs | 19. Community |
| 7. Curriculum | | 20. Not For The Council |

KEY POINTS

Finally, prepare to brief your school council. Look back over all the data you've reviewed and list the issues you judge to be the most important information to share.

1	2	3